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ABSTRACT

Long-range institutional planning has been in effect at Caldwell Community College and Technical Institute since 1973. The first step in the process was the identification of planning areas: administration, organization, educational programs, learning resources, student services, faculty, facilities, maintenance/operation, and finances. The major steps in the process included: (1) development of a plan of action with target dates and responsibility assignments; (2) review of the prior long-range plan; (3) review of the planning model; (4) gathering of data and assessment of needs; (5) involvement of students, faculty, staff, trustees, community, business, and industry; (6) development of quantified objectives in the planning areas; (7) review and refinement of the objectives by all institutional segments; and (8) approval by the board of trustees. Once the long-range plan was adopted, it was divided into annual components which formed the framework for a management by objectives system. The planning report describes the structure of this management system, its operation, and anticipated changes in the planning process. Attachments illustrate the planning model, administrative timetables and organizational charts, memoranda concerning committee functions, and budget information. Sample pages from the annual plan illustrating administrative objectives and long-range goals are included. (MB)

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Caldwell Community College and Technical Institute

Institutional Long Range Planning

Caldwell Community College and Technical Institute
Lenoir, N.C.

JC 780 524

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

INSTITUTIONAL LONG RANGE PLANNING

The planning process at Caldwell Community College and Technical Institute (CCC & TI) is a rather complex function involving all elements of the institution. The process includes day-to-day planning, short range planning, annual planning, and long range planning.

A. HISTORY OF LONG RANGE PLANNING

Prior to 1973, the majority of the long range planning efforts at CCC & TI centered around programs and facilities planning. In October 1973, the executive council (which consists of the president, the vice-president of administration, the vice-president of instruction, the faculty senate chairperson, the controller, and the president of the student government association (SGA)) commissioned the office of research and planning to prepare a long range plan. The initial activity conducted by this office was the construction of a planning model (Attachment I). The model has provided consistency in the planning process in that all of the activities related to planning either refer back to or emanate from the model. The quantified objectives represent the heart of the long range plan. These objectives, complete with target dates and area of responsibility identified, form the operational framework for the implementation of the long range plan. This model is still being used at the present time.

In late 1973, CCC & TI was invited to submit a proposal to the Danforth Foundation to conduct any activity that would benefit the college. The proposal submitted focused on the need of those involved in the planning process at CCC & TI to have a block of uninterrupted time to do planning and the available resources to conduct the planning process.

CCC & TI was one of twenty colleges throughout the country that year selected and funded by the Danforth Foundation. The proposal provided for a group of people from CCC & TI to spend nine days developing the rudiments of a long range plan.

In preparation for the working session, the office of research and planning gathered the data available to assist the planners. Sources of information included a "brainstorming session" involving the faculty and staff of the college; results of surveys such as a business and industry survey, a high school image survey and a follow-up survey; results of a self-study which recently had been completed; and general types of planning information such as student enrollment figures, enrollment projections, population trends, local, regional and state manpower needs and projections.

Next, eight planning areas were identified: administration and organization, educational programs, learning resources, student services, faculty, facilities, maintenance/operation and finances. For each of the eight planning areas, a list of questions, comments, keywords and/or phrases were provided for the planners. It was felt that this list would help to stimulate thinking and zero in on the planning process. The list was compiled from the various documents, information sources and survey results gathered by the office of research and planning.

The planning team consisted of the president, the vice-president of instruction, the vice-president of administration, the chairperson of the faculty senate, the chairperson of the industrial division, the dean of educational development, the research specialist and the chairperson of the board of trustees of the college. The team spent the nine days studying data and making recommendations in each of the eight planning areas. Upon returning to CCC & TI, the dean of educational development and the research

specialist organized a draft of the plan. The plan consisted of quantified objectives which include a statement of an activity, a completion date and the name of a person responsible for meeting the requirements of the objective. The completed draft of the plan was presented to the faculty and staff for review, revision and clarification. Upon completion of this step, a revised plan was presented to the board of trustees for their approval.

The final step in the implementation of the long range plan was to extract the activities for the first year. This document became the "annual plan." Those responsibile for its implementation were given copies and the process was put into motion.

The implementation process went very well the first year (1974-1975). During the second year, the process began to lag somewhat when examined as a whole, although individual areas continued to meet the specified objectives. By the beginning of the 1976-77 school year, there was a need to revitalize the plan. Additionally, the board of trustees indicated that they wanted to take a more active role in the next planning cycle and provided some direction pertaining to the type of information they wanted concerning the future of the college. The board decided it would set aside two full days in February of 1977 to review and provide direction for the college. During the fall and winter of 1976, a number of activities were conducted in order to provide the board with the necessary information. These activities included surveys of alumni, high school students and college personnel; meetings with key business and industry leaders in the area; a comprehensive review of the current literature relating to community colleges; and meetings with the occupational advisory committees. The outcome of the trustees' meeting was a series of broad policy statements

designed to provide direction for future planning.

At this point, the planning process moved into action. One person was assigned the responsibility for each of the eight planning areas. It was that person's responsibility to take the policy statements of the board and the data previously compiled and to begin the planning process with those involved in the activities of that particular area. For example, the dean of student affairs had the responsibility for working with students, his staff and others to develop the "student" component of the long range plan. In order to facilitate this process, a plan of action was developed which set target dates for the planning process, from the writing of the first objective to implementing the updated plan. (Attachment II).

The updated plan is now completed and is being reviewed by a subcommittee of the board of trustees. A January 1978 target date is set for implementation.

B. PRESENT PLANNING PROCESS

Now that two cycles of long range planning have been completed, a rather clear process has evolved for us to follow. The major steps in this process include:

1. Development of a plan of action with target dates and responsibility assignments.
2. Review of the prior long range plan.
3. Review of the planning model-is it still valid, either in general or any of the specific components.
4. Gathering of data-surveys and assessment of needs.
5. Involvement of people-students, faculty, staff, trustees, community, business and industry.
6. Development of quantified objectives in each of the planning areas.
7. Review and refinement of objectives by all segments of the institution.
8. Approval by the board of trustees.

It is our intention to follow this general procedure when we begin the next long range planning cycle in 1980.

Even though we plan in five year intervals, it has been our experience that the plan is viable for two or three years at the most. Thus, the long range planning process becomes almost a continuous process with some overlapping of the plans. We have accepted this idea as a known variable in the planning process and plan accordingly.

C. ANNUAL PLANNING

Once the long range plan is adopted, it is then divided into annual components. These annual components form the framework for the establishment of a management by objectives (MBO) system. The annual plan is rearranged into a grid showing time (by month), the objective to be completed and the person responsible for its completion. Each person directly involved in the planning process receives a copy of this grid and uses it as a guide in the implementation of the objectives. The president and the office of research and planning serve as catalytic agents in assisting the various elements of the institution to meet the objectives of the plan.

D. SHORT RANGE PLANNING

1. Management by Objectives

Since 1970, CCC & TI has utilized some form of management by objectives. Over the years, the process has slowly developed and matured. At present, the MBO's are, in general, a direct outgrowth of the long range plan. There are objectives that do not relate directly to the long range plan. Our planning process allows for this, recognizing that situations or ideas do arise or changes do occur that must be taken into consideration as we plan for the effective operation of the college.

Each administrative area prepares its objectives and after review by that area's immediate supervisor, the implementation of the objectives begins. For example, the president reviews, approves and evaluates the objectives prepared by the two vice-presidents and the controller. The controller, in turn, reviews, approves and evaluates the objectives of the members of the business office. Generally, evaluation sessions are held semiannually. During these sessions, the progress, relative to meeting the objectives, is discussed. Occasionally, circumstances arise resulting in the need to change the completion date of the objectives, change the intent of the objectives, or in some cases, delete the objectives altogether. The outcome of the session may be a revised plan and/or revised objectives.

2. Planning Groups

CCC & TI is committed philosophically and operationally to a participative form of governance. This commitment is reflected in the planning process also. In addition to the individuals directly responsible for long range planning, there are at least seven groups involved in planning. These groups are:

a. Board of Trustees
b. Administrative Council
c. Executive Council
d. Coordinating Council
e. Instructional Council
f. Standing Committees
    1. instructional
    2. professional development
    3. grievance
    4. handicapped
g. Ad Hoc Committees
    1. calendar
    2. new student committee

Any or all of these groups can provide information or take action which can cause planning or some specific activity to occur. These groups can be initiatory and/or reactive depending on the situation. The president, as the representative of the board, ultimately has the responsibility for the major decisions and transactions of the college, but according to the issue or problem at hand, will call upon the administrative, executive or coordinating council to assist him in his deliberations. Also, the president will call upon the standing committees and the ad hoc committees to assist him in making certain decisions. All of the councils and standing committees meet on a regular basis. Date of meetings are published in the college bulletin.

Beyond all of this, any individual, whether student or college personnel, is able to initiate discussion of an idea or a problem with which that person is confronted. This can be done through the administrative organizational structure, the committee structure, the ombudsman or on an individual basis.

E. ORGANIZATIONAL STRUCTURE (Attachment III)

Under the present structure, the operation of the college is divided into two major components; instruction and the support of instruction. There is a vice-president for each these areas reporting directly to the president. The other person reporting to the president is the controller. The instructional area is further divided into five curriculum departments each having a chairperson. The faculty members in turn report to the appropriate chairperson. In addition, there is a dean of continuing education who has responsibility for a number of related areas, a director of the Watauga division (which is an offcampus operation in a neighboring

county but which provides a full range of campus services) and an evening director.

The vice-president of administration's supervisory responsibility is the dean of student services, coordinator of public relations, maintenance supervisor, clerical staff, bookstore manager, word processing center staff, and the dean of educational development. The office of educational development serves as the bridge between instruction and the support of instruction.

The students have opportunity to provide their thoughts, ideas, and concerns into planning and go.ernance through its formal body, the Student Government Association (SGA). The president of the SGA is a voting member of the executive council. Further, the SGA president serves as a nonvoting member of the board of trustees. Additionally, students are appointed through the SGA to serve on all the college's standing committees, and depending on the nature of the assignment, may serve on the ad hoc committees also. For example, students are asked to serve on the calendar committee which is an ad hoc committee.

F. HOW THE SYSTEM WORKS

CCC & TI is governed by policies generated by the state board of education, the local board of trustees and local administrative policies. The guidelines and procedures for the implementation of these policies are contained in locally produced documents which are referred to as Organization and Operation Memoranda. There are 22 of these memoranda at the present time. (Attachment IV). These memoranda and the faculty and staff handbook provide the procedures for the operation of the college. Each O. & O. memorandum contains items such as purpose, definitions, scope, membership, responsibilities, procedures, revision responsibility and effective date. An example of one of these memos is number 23 entitled

"Instructional Committee." This memo outlines the responsibilities of the committee and the steps one takes in the initiation of a new course or program or anything that relates to the instructional or curriculum process. (Attachment V). Another O. & O. memo which should be mentioned in that it relates to the short term planning process is number 3 - "Budget System." This memo outlines all of the steps involved in the preparation of the annual budget. It identifies responsibility centers and the time frames by which the various steps should be completed. (Attachment VI). Each O. & O. memo is reviewed annually and revised as necessary. The total number of O. & O. memos is not static - i.e., depending on the situation, conditions and other factors new memos may be created and other deleted.

The "system" at CCC & TI can best be described as groups of people (the councils, the committees, the departments and the individuals) working together to identify new areas of investigation or need, solve problems and in general conduct the operation of an educational institution through a participative form of governance with the O. & O. memos, the Faculty/Staff Handbook guidelines and local policies providing the vehicle by which tasks are accomplished.

G. ANTICIPATED CHANGES IN THE PLANNING PROCESS

Changes to the present system of planning would be primarily in terms of refinement of the process and establishment of a complete management information system (MIS). At the present time, we are limited in further development of an MIS because of the limitation of our present computer configuration. We hope to upgrade our computer capability which would allow us not only to develop a complete MIS, but also to make use of available computer based planning models. With our present computer equipment, we have developed a partial student record including

a system for keeping track of CEU's, limited registration system, partial personnel records, partial financial system, and a limited cost of instruction model. We are developing the elements of a management information system, but cannot complete the system with our present hardware. One of our greatest needs is the availability of planning information that can be readily retrieved and utilized in decision-making.

ADDITIONAL INFORMATION

1. Persons responsible for multiyear long range planning.

The president of CCC & TI has the overall responsibility for long range planning. The responsibility for the long range planning process rests with the dean of educational development. The coordination of all the activities relating to long range planning are handled through his office.

2. Time expended on planning.

A major portion of the president's time is spent in planning. It is difficult to estimate the actual number of days in that it will vary from year to year. During the last eighteen months, considerably more time was given to planning not only by the president, but by all members of the institution, in that we were updating the long range plan. Less time will be given to long range planning for the next two years other than the supervision and minor revision of the recently adopted plan.

3. Funds expended on planning.

Relative to the expenditure of funds, again it is difficult to estimate a specific amount. Planning at CCC & TI is such an integral part of the operation of the college that no attempt is made to separate the actual dollars expended. During

the recent updating of the plan, approximately $35,000 was set aside to perform the activities relating to this function. These activities included surveys, workshops, meetings, literature searches and production of documents.

4. External assistance.

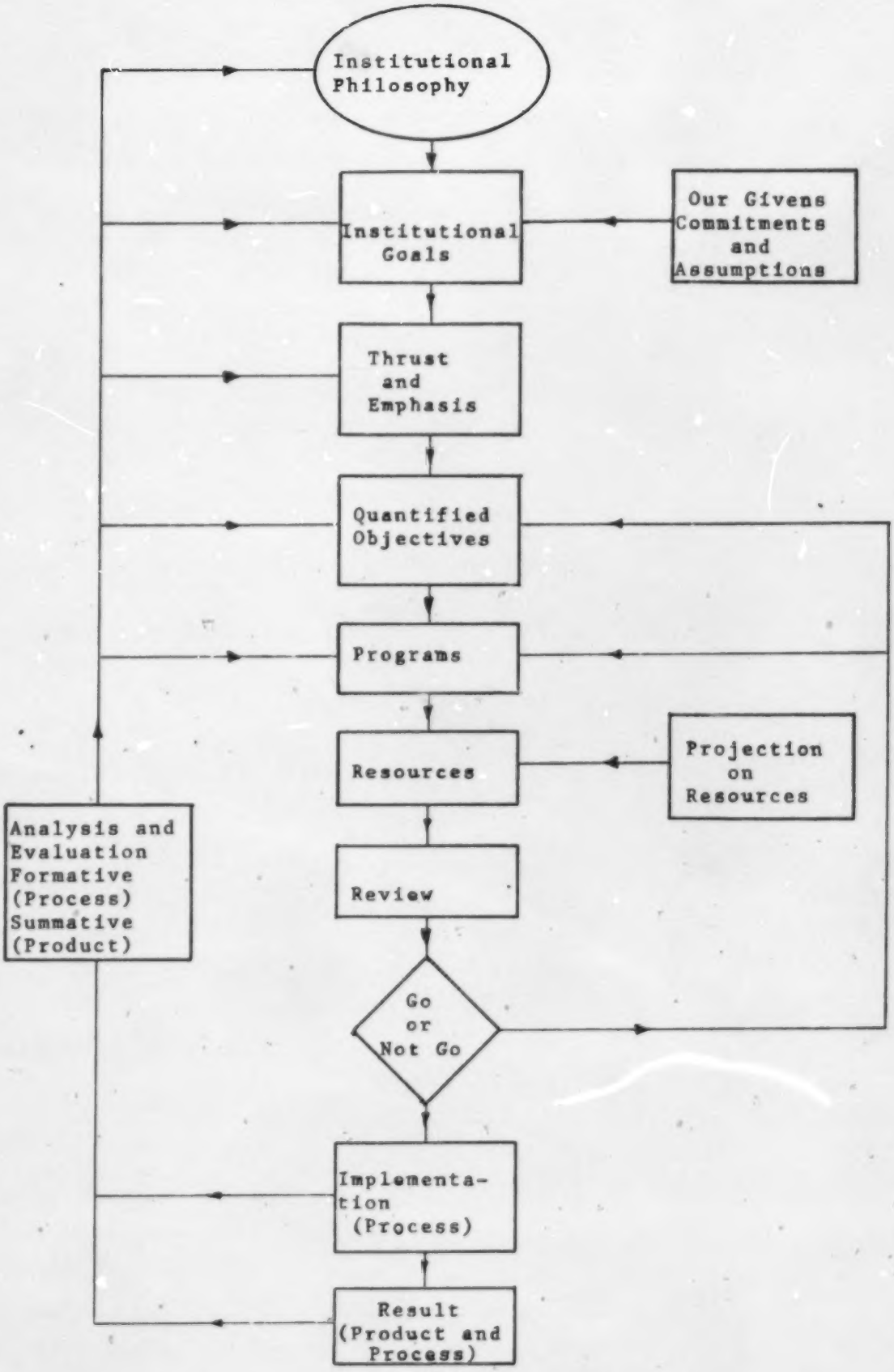
As described earlier in the document, the Danforth Foundation provided funds which allowed the planners at CCC & TI to have an opportunity to plan in a conducive atmosphere. This situation sets the stage for planning and the planning process at CCC & TI.

Through a consortium sponsored by Title III Basic, CCC & TI from 1971 through 1975 participated in activities related to institutional research. As part of this, the dean of educational development and the research specialist attended an NCHEMS workshop in which the planning model RRPM 1.6 was presented.

Other agencies which have assisted the institution relative to planning include the research and planning division at Appalachian State University, the occupational research unit at North Carolina State University and the policy and planning division of the North Carolina Department of Community Colleges.

ATTACHMENT I

THE PLANNING MODEL



ATTACHMENT II

MEMORANDUM

TO: All members of CCC & TI Involved in Long-Range Planning

FROM: Office of Research and Planning

DATE: May 2, 1977

SUBJECT: Plan of Action for Updating the Current Long-Range Plan

During the last several months, the office of research and planning has compiled from a number of sources, information which will be used to assist in the updating of the long-range plan. This information contained in a long-range planning notebook, was provided to the board of trustees at the planning meeting in Boone.

On April 21, 1977, the board of trustees approved the attached long-range planning policy statements. These statements are to serve as broad guidelines as we update the long-range plan.

The plan of action which we will follow is essentially the same as we followed in preparing the initial long-range plan. At that time, we developed and adopted a more or less linear planning model as our guide for the planning process. The major steps in the process included an examination of philosophy and goals; recognition of certain givens, commitments and assumptions; identification of the current thrust and emphasis of the college and the community; and then, the development and implementation of quantified objectives. These objectives, in essence, stated tasks to be accomplished, time frames for completion, and who would be responsible.

The original planning effort centered around eight planning areas-these will continue to be used as we proceed through the present updating

process. Following is a list of the planning areas and the person designated as having the responsibility for coordinating the updating process.

Next, a meeting will be held to discuss and review the objectives identified in each of the eight planning areas. At this time, objectives can be added, deleted, and/or clarified as the case may be.

The office of research and planning will then incorporate any changes needed and produce copies of the revised plan for all elements of the college. Included in the revised plan will be a detailed plan for 1977-78. The plan will go into effect in October, 1977 after approval by the board of trustees.

PLAN OF ACTION TIMETABLE

ACTIVITY	RESPONSIBILITY	COMPLETION DATE
Long Range Planning Policy Statements	Board of Trustees	April 21, 1977
Plan of Action Approved	Board of Trustees	April 21, 1977
Group Planning Process (Quantified Objectives)	Individuals Responsible For Eight Planning Areas	June 30, 1977
Compilation of Objectives From Group Planning Process	Office of Research and Planning	August 15, 1977
MBO's for 1977-78	All Elements of Caldwell Community College	August 31, 1977
Review of Quantified Objectives by Individuals in the Planning Areas	Planning Area Groups	August 31, 1977
General Meeting to Review Planning Document	Dr. Beam and Office of Research and Planning	September 7, 1977
Final Review	Dr. Beam and Office of Research and Planning	September 30, 1977
Approval by Board of Trustees of Long Range Plan MBO's	Dr. Beam and Board of Trustees	October 1977

I.	Administration and Organization	- Beam
II.	Educational Programs	- Stallings
III.	Learning Resource Center	- Altieri
IV.	Student Services	- Martin
V.	Faculty	- Stallings
VI.	Facilities	- Armfield
VII.	Maintenance and Operation	- Armfield
VIII.	Finances	- Hatley

Obviously, the above named individuals cannot themselves do the planning. It must be a group process, pulling together those people most closely associated with each area and then collectively arriving at the objectives which will provide the future direction of the college.

Each area should minimally address itself to the following tasks:

1. review the quantified objectives in the original plan
2. determine which ones have been met and to what degree
3. determine whether any of the objectives which have not been accomplished still make sense
4. study the long-range planning notebook for direction, thrust, and emphasis
5. identify new objectives, set time frames for accomplishment and assign responsibility

Upon completion of this phase of the process, the objectives etc. should be forwarded to the office of research and planning for compilation. Copies will then be provided to each member of the institution for their review.

BOARD OF TRUSTEES
CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
LONG RANGE PLANNING POLICY STATEMENTS

To give direction and leadership to planning for the continuing development of Caldwell Community College and Technical Institute in the foreseeable future, and more specifically for the next five years, the board of trustees accepts the following statements as policy. Institutional resources will be fully utilized to accomplish goals established within the framework of these policy statements.

The board of trustees accepts and supports the philosophy, beliefs, and goals of Caldwell Community College and Technical Institute as presented to us at the February 1977 Long-Range Planning meeting.

The board of trustees is in agreement with the planning assumptions developed by Caldwell Community College and Technical Institute.

The board of trustees continues to support the participatory form of governance at Caldwell Community College and Technical Institute.

The board of trustees reaffirms Caldwell Community College and Technical Institute's commitment to provide quality education designed to be responsive to the needs of the community while at the same time preserving the institution's unique character and its right to be experimental in its practices.

The board of trustees is committed to the total educational development of all citizens of the community it serves.

The board of trustees wishes Caldwell Community College and Technical Institute to serve as a major cultural center of the community.

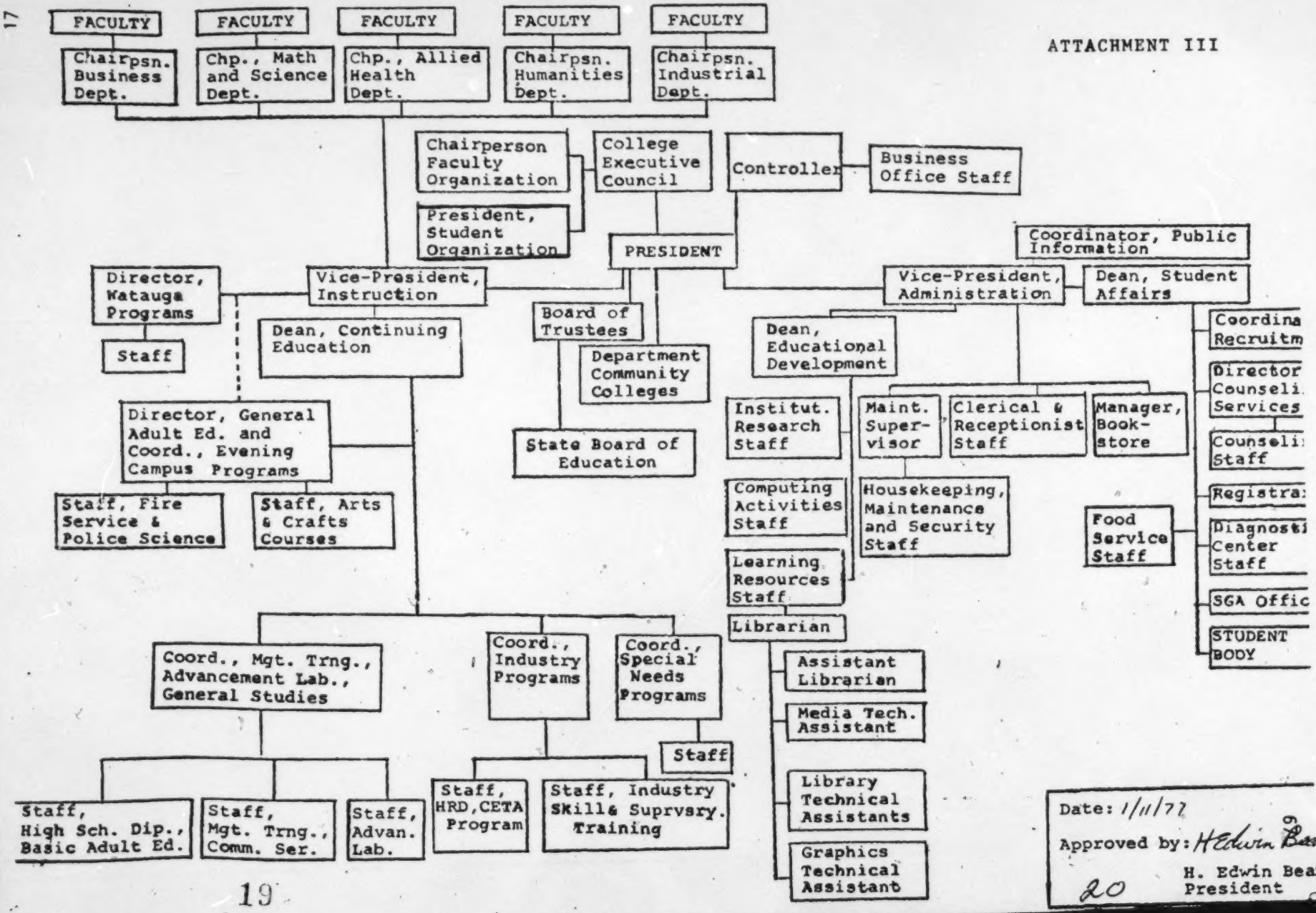
The board of trustees will take a more active role in resource development; primarily through seeking funds from nonpublic sources.

Approved by Board of Trustees
April 21, 1977

ADMINISTRATIVE ORGANIZATIONAL CHART

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

ATTACHMENT III



Date: 1/11/77

Approved by: H Edwin Bea

H. Edwin Bea
President

ATTACHMENT IV

CCC & TI ORGANIZATION AND OPERATION MEMORANDA

No. 1	Cosmetology Live Project
No. 2	Upholstery Live Project
No. 3	Budget System
No. 5	Loan of Athletic Equipment
No. 6	Outside Funding
No. 7	Processing Requisitions and Purchase Orders
No. 8	Employment Procedures
No. 9	Orientation of Employees
No. 10	Property Control
No. 11	Information System
No. 12	Student Financial Aid
No. 13	Faculty Evaluation - Student Component
No. 14	Travel Regulations
No. 15	Formal and Informal Organization
No. 17	Entertainment of Institution Visitors
No. 18	Continuous Registration
No. 19	Extension Course Registration Fees and Self Supporting Class Fees
No. 20	Archives
No. 21	Bookstore Operations
No. 22	Deferred Payment for Students
No. 23	Instructional Committee
No. 24	Check Signer

ATTACHMENT V

CALDWELL COMMUNITY COLLEGE

AND

TECHNICAL INSTITUTE

ORGANIZATION AND OPERATION MEMORANDUM
NUMBER 23

DATE: July 25, 1976

INSTRUCTIONAL COMMITTEE

1. PURPOSE. This memorandum outlines the formation, responsibilities, and procedure of the Instructional Committee. It is designed to clarify the role of the Instructional Committee as it relates to the instructional process of Caldwell Community College and Technical Institute.

2. DEFINITIONS

a. Curriculum. The curriculum consists of all the planned educational experiences provided by the institution and its divisions. This includes credit and non-credit courses, planned activities such as organized recreation, clubs and cultural events.

b. Program. An orderly and identifiable sequence of courses with an adequate number of hours required in courses above the introductory level and with an appropriate system of prerequisites.

c. Course. An individual mode of instruction which contains objectives, requirements, and methods of evaluation.

3. SCOPE. This memorandum is applicable to anyone wishing to propose changes, additions or deletions to courses, programs, and curricula.

4. COMMITTEE MEMBERSHIP

a. The composition of the Instructional Committee is as follows:

(1) Staff member from continuing education, appointed by the vice president of instruction

(2) Dean of Educational Development

(3) Staff member from the Learning Resource Center appointed by the vice president of administration

(4) Three faculty members representing college transfer, technical and vocational, appointed by the chairman of the Faculty Senate

(5) Chairman of Faculty Senate

(6) Student Affairs staff member appointed by the vice president of administration

(7) Two students appointed by the president of the Student Government Association

b. Each member should serve on the Instructional Committee for not less than two nor more than three consecutive years. The exceptions are: the Dean of Educational Development and the Chairman of the Faculty Senate who will serve each year.

c. The chairman of the committee is elected from the committee's membership at the first meeting of the academic year to be called by the previous chairman.

5. RESPONSIBILITIES. The Instructional Committee has the responsibility for continuously reviewing, examining and questioning the entire spectrum of courses and programs. Additionally, the committee has the prerogative of initiating action which has bearing on the educational programs of the institution. Action taken by the committee will be consistent with the purposes and objectives of the institution.

6. PROCEDURE

I. Curriculum Programs and Courses

a. Source of Initiation. Any member of the faculty and staff of Caldwell Community College and Technical Institute or any citizen of the community may initiate action to begin a new course or program or to make changes in any existing course or program at the college.

b. New Courses. Any individual wishing to initiate a new course should follow the proper channels of approval. The initator of the course (whether instructional personnel or other) first seeks the approval of the chairman of the department through which the proposed course will be offered. If the department chairman does not approve the course, a conference between the initiating individual and the department chairman may be arranged to discuss the reasons for disapproval and the possibility of revisions and/or compromise.

If the proposed course meets the approval of the department chairman, it is then presented to the vice president of insturction for his consideration.

Any course meeting the approval of the vice president of instruction is forwarded to the Instructional Committee for consideration. A course not meeting the approval of this body is returned to the vice president of instruction along with a written statement explaining the reasons for disapproval. The course may later be resubmitted through appropriate channels.

Upon approval of the Instructional Committee, a recommendation for approval is forwarded to the president along with a memorandum of explanation. A copy of this memorandum is sent to the vice president of instruction and appropriate department chairman.

Before making a final decision, the president will publicize the proposed course in the Faculty Staff Bulletin to inform college personnel of the new course and to allow for any comments. The president then either approves the course or returns it through channels along with a statement of reasons for disapproval. Approval of the course is publicized in the Faculty-Staff Bulletin.

Any individual submitting a new course should see that the following information is presented to the Instructional Committee:

(1) justification
(2) name and number
(3) description: including major concepts, prerequisites and restrictions (restrictions could include such items as transferability, limitations as to which students can take course, academic, physical or time restrictions, etc.)
(4) class, lab/shop, credit
(5) anticipated extra cost to students
(6) effects on existing programs
(7) evidence of coordination with other department chairmen

c. New Programs. Anyone wishing to initiate a new program at the college should first contact a member of the faculty or administration who will forward the request to the vice president of instruction. The vice president of instruction then appoints a survey committee (faculty, administrator, and community representative) to work in conjunction with the research staff to determine whether there is interest in and need for the program. If there is sufficient interest and need, then the president and vice president of instruction appoint an advisory committee. The advisory committee, vice president of instruction and department chairman draft the proposed program and it is forwarded to the Instructional Committee. Upon approval of the Instructional Committee, a recommendation for approval is forwarded to the president along with a memorandum of explanation. A copy of this memorandum is sent to the vice president of instruction. Any program being approved by the president must then be approved by the Board of Trustees, the Department of Community

Colleges, and the State Board of Education before it can be offered by the college. If at any point a program is not approved, the program, along with reasons for disapproval, is returned through channels to the initiating person.

Any proposal submitted to the Instructional Committee should be accompanied by:

(1) justification
(2) name and number of courses
(3) description of each course in the program
(4) class/lab-shop/credit hours for each course in the program
(5) effects on existing programs
(6) evidence of coordination with other department chairmen

d. Changes in Existing Courses or Programs. Those wishing to initiate a change in an existing course or program should follow the same procedure as outlined above. Information submitted for a proposed change should include only those items from the above lists which are relevant to the change. These items should be submitted for both the existing and the changed course or program.

e. Time Allowance for Implementation. Any new course or program or any proposed change in an existing course or program should be in the hands of the Instructional Committee thirty days before the course or program is intended to be offered. No new course, program, or changes shall appear on the registration schedule or in the college catalogue until approval is final.

f. Termination of Programs. Programs will be evaluated periodically by a team appointed by the vice president of instruction. This team will consist of the appropriate advisory committee, instructional committee chairman, instructional staff, department chairman, president, students and/or graduates. The team, in conjunction with the research staff, will determine whether or not there is continued interest, need and/or commitment to the program in question. If the evaluation is negative, then the necessary steps should be taken to terminate the program. If the evaluation is positive, then the program should continue to be evaluated.

II. Programs and Courses in Continuing Education

a. Source of Initiation. Any member of the faculty and staff of Caldwell Community College and Technical Institute or any citizen of the community may initiate action to begin a new course or program or to make changes in any existing course or program offered at the college.

b. New Courses. Any individual wishing to initiate a new course should follow channels of approval. The initiator of the course (whether instructional personnel or staff) first seeks the approval of the coordinator through which the proposed course will be offered. If the coordinator does not approve the course a conference between the initiating individual and the coordinator may be arranged to discuss the reasons for disapproval and the possibility of revisions and/or compromise.

If the proposed course meets the approval of the coordinator, it is then presented to the dean of continuing education for his consideration and approval.

Any new courses submitted to the dean of continuing education should contain the following information which constitutes CEU requirements:

(1) course objectives
(2) course outline
(3) instructor's qualifications for teaching the course
(4) statement on how learning will be evaluated.

The dean of continuing education in consultation with the appropriate coordinator will make the decision regarding the continuing education unit (CEU) credits for the course.

Upon approval of the dean of continuing education, a recommendation for approval is forwarded to the vice president of instruction containing all the information relative to the course as outlined above. A copy of the memorandum is also sent to the chairman of the Instructional Committee for the purpose of examination (not for approval) by the committee. If the committee has any questions relative to the course, it can ask the dean of continuing education and the coordinator to provide the answers before the course is offered.

7. REVISIONS RESPONSIBILITY. This memorandum will be reviewed each May by the Instructional Committee chairman and the president of Caldwell Community College and Technical Institute. Any necessary revisions are to be made in cooperation with the Instructional Committee.

8. EFFECTIVE DATE. This memorandum is effective July 1, 1976.

H. Edwin Beam, President

ATTACHMENT VI

CALDWELL COMMUNITY COLLEGE

AND

TECHNICAL INSTITUTE

ORGANIZATION AND OPERATION MEMORANDUM NUMBER 3* February 1, 1977

BUDGET SYSTEM

1. PURPOSE. This memorandum outlines the policy and procedures to be followed in the development of the annual budget. It establishes dates to complete actions and prescribes duties related to review and analysis during the executive phase.

2. SCOPE. This memorandum is applicable to all organizational elements.

3. DEFINITIONS.

a. Fiscal year. The fiscal year (FY) for CCC & TI is July 1 through June 30. The FY starting July 1, 1976 and ending June 30, 1977 is known as FY 77.

b. Current year. The current year (CY) in the budgeting process is the period of time in which money is being expended. The CY now is the same as FY 77.

c. Budget year. The budget year (BY) in the budgeting process is the FY for which you are next planning.

d. Expenditure. The disbursement of funds to pay approved expenses.

e. Obligation. An earmarking of funds to pay an authorized expense. Obligations are liquidated by an expenditure or a release of the obligation.

f. Organizational element. Any segment of the organization reporting directly to the president (reference organizational chart CCC & TI).

4. RESPONSIBILITIES.

a. The president is responsible for presenting the coordinated budget to the executive committee, board of trustees, the Caldwell County Board of Commissioners and the North Carolina Department of Community Colleges. The president also is responsible for advising heads of each organizational element of changes in personnel spaces and anticipated changes in salary authorization for the budget year.

*This memo replaces O & O Memo #3 dated February 11, 1974, which should be removed from all files and destroyed.

b. The controller is responsible for providing other heads of organizational elements with information which affect supply, travel or other budget line items. For example: increase in mileage allowance, but no increase in budget authorization. She is responsible for preparing and coordinating the budget for presentation to the president.

c. Heads of organizational elements develop the budget for all activities supervised. The dean of student affairs is responsible for developing the student government budget in coordination with president, Student Government Association (SGA), controller and student affairs committee during the first week of April.

5. PROCEDURES FOR PREPARING REGULAR STATE AND LOCAL BUDGETS

a. The president will provide each head of each organizational element with approved changes in organizational spaces and organizational structure for the BY and changes in salary authorization by the third Monday in February.

b. Using information from 5.a above, our pay plan and state salary schedule and other pertinent information available, the controller will develop preliminary salaries for the BY for each individual on the full-time payroll and provide this information to the president prior to the first Friday in March.

c. The president will discuss personnel salaries with heads of each organizational element prior to salary discussions with individual employees by organizational heads.

d. The controller will furnish detailed personnel space authorization and salary guidelines to organizational elements by the first Friday in March. Heads or organizational elements collect data on costs to implement new programs and reyiew costs for on-going programs. Subchapter 4D, Section .0300, State Board of Education Policy will be used as a guide in arriving at state budget funds.

e. Heads of organizational elements will conduct personal interviews and will use other procedures to establish or redirect goals for arriving at tentative salary, supply, travel, equipment and capital requirements by the second Friday in April. See Annex A for suggested instrument to collect data.

f. Heads of organizational elements will discuss proposed changes to tentative salaries with the president, including changes for merit, responsibility or for other purposes during April personal conferences with the president.

g. Budget requests will be justified by category to the president by organizational heads during April personal conferences. Conferences will be scheduled prior to the third Friday in April.

h. The requirement budgets will be developed in five expense categories: (1) personnel (2) supplies (3) travel (4) equipment and (5) capital requirements other than major building programs. These budget requests will be submitted by organizational heads to the controller no later than the first Friday in May. Salary contracts should be distributed on the fourth Friday in May. When final salary information is not available, conditional contracts may be issued if the delay appears to be longer than one month.

i. The controller will prepare budgets (DCC 2-2 and DCC 2-3) in accordance with detailed instructions in the Financial Manual and Accounting Procedures. These documents will be provided to the president by the close of business the second Friday in May. A presentation of the budget will be made before the college executive council on the third Monday in May.

j. The president will approve the budget with appropriate changes by the fourth Monday in May. Necessary changes and appropriate justification documentation will be completed by the controller by the fourth Friday in May.

k. Heads or organizational elements will furnish appropriate personnel with an approved budget for supplies, travel and equipment by the third Friday in June. See Annex B for suggested instrument to make this information a matter of record. When state budget information is not available to meet this deadline, it should be made available to institutional elements within two weeks after being received from Raleigh.

6. PROCEDURE FOR BUDGET MANAGEMENT AFTER APPROVAL

a. The controller will furnish organizational elements a monthly report of obligations except for the months of June, July and August. It will be provided to heads of organizational elements by the end of the first week of the month following the report month.

b. The head of each organizational element will review the execution of his/her program at least as frequently as the reports (paragraph 6.a. above) are furnished. Department chairpersons will be furnished a monthly report of supply and travel obligations within three work days following receipt of report from the controller. A mid-year review will be presented to the college executive council by the head of each organizational element on the fourth Monday in January. At this meeting, special attention will be given to identifying additional requirements and funds not earmarked for approved projects or programs in the various organizational budgets in order to make maximum use of all institutional funds.

c. The president will evaluate requests for transfer of funds and where appropriate will request the board of trustees to authorize a budget change.

d. The controller will closely monitor expenditures and balances available during April, May and June. The objective will be to make recommendations to the president on meeting additional requirements from resources available to the institution or seeking additional funds from the community college system, local or federal sources for essential requirements.

e. The bookkeeper will balance all accounts and close books at the end of the fiscal year. Records will be made available to the auditors upon request.

7. SPECIALIZED BUDGETS

a. Organizational heads will prepare budgets in accordance with procedures above without regard to source of funds, i.e., state or local, operating or equipment budgets.

b. Capital construction funds budget will be prepared by the controller. Input will be provided by the president, ad hoc committees and other appropriate sources. These budgetswill be approved by the board of trustees upon recommendation of the president.

c. Federal and state grant requests often require detailed budgets. The requirements in various categories will be developed by the program coordinator in conjunction with appropriate segments of the institution. Budget control of approved funds is vested in the program coordinator. Advice and assistance in expenditure to the institute will be exercised by the business office for dollar deposits and expenditures.

8. REVISION RESPONSIBILITY. During January of each year the controller will review and, if appropriate, recommend revisions to this memorandum. If a revision is required, a coordinated publication will be issued by the vice-president of administration.

9. EFFECTIVE DATE. This procedure is effective February 1, 1977.

H. Edwin Beam

H. Edwin Beam, President

ANNEX A - Budget Information

ANNEX B - Approved Budget Amounts

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: Budget Information

In reference to Organization and Operation Memorandum No. 3, we must submit our budget request for F/Y _____ to the business office no later than the second Friday in April. Please provide your estimates for the _____ program in the following areas:

*Equipment $_____ *AV Equipment $_____

Supplies $_____ AV Supplies $_____

Travel $_____ Capital Imp. $_____

Information requested on or before _____.

*Money requested for equipment costing $100 or more must have appropriate justification. Equipment costing less than $100 per item may be consolidated as one final entry identified as "Other-Minor." It will be necessary to list, price and provide justification in the attached sheet for all equipment requested. Format for requested equipment is attached.

Attachment

ANNEX A

_____ Department Submitted by _____

The below equipment is requested by F/Y _____

EQUIPMENT	PRICE	JUSTIFICATION

ANNEX A

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: Approved Budget Amounts

Your supply, equipment and travel budget has been approved for F/Y _____ as indicated below:

DEPARTMENTS	SUPPLY	TRAVEL	EQUIPMENT	AUDIO-VISUAL	CAPITAL

ANNEX B

EXHIBITS

SAMPLE PAGES FROM THE ANNUAL PLAN

PRESIDENT

	1978 July	Aug	Sept	Oct	Nov	Dec	1979 Jan	Feb	Mar	Apr	May	June
I. ORGANIZATION AND ADMINISTRATION												
A. Governance												
1. Revise and disseminate governance document.												X
2. Study organizational structure, revise as needed.												
3. Analyze related programs/services for possible consolidation.												
4. Analyze working relationships to determine strengths/weaknesses.												
5. Encourage greater trustee participation in state policy-making.												X
6. Identify and meet greater variety of adult education needs.												X
7. Seek ways to be more productive at less cost per FTE.				Continuing responsibility								
8. Schedule annual staff meeting to review the long-range plan.												
B. Management, Coordination and Operation												
3. Secure input on changing adult education needs.				Continuing responsibility								
4. Executive council - handle all research and special projects.			Fall quarter and each September 1 thereafter									
6. Encourage multiple sponsorship of community services/programs.												X
7. Plan student involvement in nonclassroom activities.												X
8. Study personnel welfare needs and practices and implement affirmative action plan.												X
11. Encourage and provide for experience outside assigned area.												X
14. Project staff needs to 1982; generalized requirements to 1987.												X
15. Compare personnel benefits.												
V. FACULTY												
D. Faculty/Staff Welfare												
1. Review the school calendar to provide vacation days.				Accomplished								
VI. FACILITIES												
B. Projected Facilities (nonpriority listing)												

	1978 July	Aug	Sept	Oct	Nov	Dec	1979 Jan	Feb	Mar	Apr	May	June
1. Develop certain facilities as funds become available.												
4. Study the purchase/lease/rent of temporary building.												X
D. Site Development and Planning												
1. Develop a master plan for landscaping.												
VII. MAINTENANCE AND OPERATION												
B. Maintenance of Building and Grounds												
3. Continue landscape treatment according to master plan.			Continuing responsibility									
VICE PRESIDENT OF INSTRUCTION												
I. ORGANIZATION AND ADMINISTRATION												
B. Management, Coordination and Operation												
5. Develop full-time position descriptions.	X											
II. EDUCATIONAL PROGRAMS												
A. Instruction												
1. Prepare ACCTion Consortium proposal for program evaluation.					X							
2. Give priority to developing certain vocational programs.			Continuing responsibility									
3. Give priority to developing certain technical programs.			Continuing responsibility									
4. Give priority to developing certain transfer programs.			Continuing responsibility									
5. Give priority to developing certain continuing education programs.			Continuing responsibility									
6. Examine and/or modify existing programs.			Continuing responsibility									
7. Develop a Basic Life Skills Center.			Continuing responsibility									
8. Give equal emphasis to all educational programs.			Continuing responsibility									
B. Equipment												
1. Update the five-year plan annually.					X							
2. Develop and implement equipment preventive maintenance plan.					X							
C. Satellite Centers												
1. Determine the support required by the Watauga Division.			X									

SAMPLE QUANTIFIED OBJECTIVES

LONG RANGE PLAN QUANTIFIED OBJECTIVES

I. ORGANIZATION AND ADMINISTRATION

A. Governance

1. Revise and disseminate governance document.
2. Study organizational structure, revise as needed.
3. Analyze related programs/services for possible consolidation.
4. Analyze working relationships to determine strengths/weaknesses.
5. Encourage greater trustee participation in state policy-making.
6. Identify and meet greater variety of adult education needs.
7. Seek ways to be more productive at less cost per FTE.
8. Schedule annual staff meeting to review the long-range plan.

B. Management, Coordination, and Operation

1. Review, update, and modify the policy-making procedures.
2. Coordinate, prepare, and revise organization/operation memos.
3. Secure input on changing adult education needs.
4. Executive council - handle all research and special projects.
5. Develop full-time position descriptions.
6. Encourage multiple sponsorship of community services/programs.
7. Plan student involvement in nonclassroom activities.
8. Study personnel welfare needs and practices.

   Implement affirmative action plan.
9. Improve management information system using computer.
10. Implement an institutional community relations plan.
11. Encourage and provide for experience outside assigned area.
12. Analyze future construction needs.
13. Produce an overall guide for staff development.
14. Project staff needs to 1982; generalized requirements to 1987.
15. Compare personnel benefits.

16. Analyze effectiveness of word processing center.

C. Educational Development

1. Plan and conduct research and planning activities to meet institution needs.
2. Conduct a resource development program.
3. Conduct a study of computing activities.
4. Research related to program effectiveness.

II. EDUCATIONAL PROGRAMS

A. Instruction

1. Prepare ACCTion Consortium proposal for program evaluation.
2. Give priority to program effectiveness research.
3. Give priority to developing certain vocational programs.
4. Give priority to developing certain technical programs.
5. Give priority to developing certain transfer programs.
6. Give priority to developing certain continuing education programs.
7. Examine and/or modify existing programs.
8. Develop a Basic Life Skills Center.
9. Give equal emphasis to all educational programs.

B. Equipment

1. Update the five-year plan annually.
2. Develop and implement equipment preventive maintenance plan.

C. Satellite Centers

1. Determine the support required by the Watauga Division.

D. Evening Programs

2. Provide the necessary requirements for effective evening program.

E. Cooperative Programs

1. Develop practicums/internships for occupational programs.
2. Continue to investigate methods for expanded community service.

III. LEARNING RESOURCE CENTER

A. Role of the Learning Resource Center

1. Continue to respond to instructional needs.
2. Formalize the role of the LRC as a central clearingnouse.
3. Emphasize gathering information important to planning.
4. Provide LRC orientation for more students.

B. Learning Resource Center Operations

1. Develop an automated system of statistical reports.
2. Study the feasibility of direct book orders.
3. Initiate photo student identification and LRC cards.
4. Use 16 mm film annotations as study guides or manuals.
5. Pursue outside funding for SDI bibliographic services.
6. Decide on a format for an automated circulation system.
7. Study the feasibility of ordering books by computer.
8. Complete an automated book catalog.
9. Begin automated circulation with on line computer.
10. Investigate computer access to archives.

C. Production

1. Develop a video production center.
2. Study video transmission systems.
3. Study video communication to/from Watauga campus.
4. Upgrade the present darkroom.
5. Expand photographic service.
6. Develop a high quality sound studio.
7. Increase audio duplication capabilities.
8. Assist in the development of instructional aids.
9. Develop a complete reprographics service area.
10. Study and make recommendations for reprographic area.
11. Provide workshops in layout and format.

SAMPLE LONG-RANGE PLANNING GOALS

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

LONG-RANGE PLANNING GOALS

I. ORGANIZATION AND ADMINISTRATION

A. Governance

1. Revise the governance document, disseminate throughout the institution and incorporate it into an organization and operation memorandum or some other ongoing action document such as the Faculty and Staff Handbook.

   Responsible individuals: president, vice-president of administration

   Completion date: July 1979

2. Study the organizational structure with special attention being given to assigned responsibilities of employees in special funded projects; seek ways to improve coordination between these projects and the regular budget programs.

   Responsible individual: president, institutional development staff

   Completion date: July 1980

3. Analyze the structure and goals of related programs and/or supporting services to determine if consolidation can be accomplished without adverse effect upon efficiency. Possible examples: advancement lab, reading lab, testing center, developmental program, HRD orientation, CETA, O & M, skill centers, and career center.

   Responsible individual: president

   Completion date: July 1980

4. Analyze working relationships in the current organizational structure of the institution to determine strengths and weaknesses in several areas including:
   a. decision-making efficiency;
   b. communications among and within institutional elements;
   c. responsible actions on the part of incumbents in various positions and/or clarification of standards for all positions;
   d. responsiveness of the institution to identified educational needs in the service area; and

e. receptiveness to seeking out and meeting new educational needs as well as initiative in recommending elimination of low priority services and programs.

Responsible individual: president, research staff

Completion date: July 1980 for study, action as required thereafter

5. Work with the board to encourage greater participation of trustees in law and policy making at the state level which influences governance at the institution level. Issues of special importances are: separate state board, local autonomy, and freedom to use appropriated funds in accordance with identified community needs. Also work with the board in seeking out other sources of revenue and other resources to help meet identified educational needs.

   Responsible individual: president

   Completion date: some organized steps should be taken by July 1979.

6. Explore organizational procedures which give promise to identifying and meeting more and a greater variety of adult education needs. As an example only, we might assign Wyke the responsibility for organizing all new programs in Watauga County and administering them through the first cycle in cooperation with the responsible instructional department chairperson or the responsible continuing education staff member. After the first cycle, the class or instructional program would be the responsibility of the person usually assigned this area of instruction.

   Responsible individuals: president, administrative council

   Completion date: July 1979 for several different efforts

7. Make certain that organizational structure has built-in mechanism for constantly seeking ways to be more productive (meet more and varied needs, do so efficiently, strive for maximum quality in all activities) and seek ways to accomplish this at less cost per FTE. Give attention to developing procedures for evaluating production output of nonteaching personnel, provide and/or seek needed resources to offer new programs such as the Kellog project, CETA, and rural renaissance.

   Responsible individual: president

   Completion date: continuing responsibility

8. Schedule at least one meeting annually to meet with selected staff and faculty to review and propose modification in the long-range plan. Prepare a pert chart of elements of this plan to be accomplished during 1977-78 year. Update this chart annually. Annual objectives will be developed by each institutional element which supplement and compliment the long-range plan. After consolidation, these objectives will be widely dissiminated throughout the institution.

   Responsible individuals: president, dean of educational development, vice-presidents, controller

   Completion date: September 1, 1979, annually thereafter

B. Management, Coordination, and Operation

1. Review, update and recommend modifications to the institutional document on guide to policy-making procedures.

   Responsible individual: vice-president of administration

   Completion date: July 1979

2. Coordinate, prepare and revise organization and operation memoranda as necessary to insure that acceptable and efficient procedures are followed by institution employees.

   Responsible individual: vice-president of administration

   Completion date: continuing responsibility

3. Procedures will be established to insure input on a regular basis from a variety of sources on changing adult education needs. Among the sources of information are the following:
   a. occupational and special advisory committees;
   b. high school juniors and seniors;
   c. students and former students of CCC & TI;
   d. business and industry leaders; and
   e. employees of the institution.

   Responsible individuals: president, vice-presidents

   Completion date: continuing responsibility

4. The executive council will receive requests for, establish priorities for and approve all projects requiring special funding from outside sources. This group also will consider, establish priorities and approve institutional research projects. Council

meetings will include these items on the agenda as requested by the dean, educational development.

Responsible individual: president

Completion date: Fall Quarter 1978 and each September 1 thereafter

5. Determine if position descriptions and related standards have been developed for all full-time positions. These documents should not only provide employees with necessary position standards, but should also be written in such a way as to clarify roles of employees.

   Responsible individuals: vice-presidents, controller, and president

   Completion date: review and modifications by July 1978, continuing process thereafter

6. Schedule and encourage other staff members to schedule periodic meetings with personnel of other public organizations, agencies and private groups to explore expansion of multiple sponsorship of programs and services to the community.

   Responsible individuals: president, vice-presidents

   Completion date: July 1979, continuing process thereafter

7. Plan and make use of various techniques for involving students in nonclassroom activities that are meaningful and acceptable to students. Give special attention to life improvement activities that may fit into the time scheduled for this purpose. Also give special attention to and make recommendations concerning student life on campus outside the classroom and organized activity periods.

   Responsible individuals: president, executive council, dean of student affairs

   Completion date: July 1979, continuing thereafter

8. Give further study to needs and practices related to personnel welfare and develop additional documents and policy proposals that are needed for the mutual protection of employees and the institution. Work to improve minority representation on the instructional and administrative staff. Implement the institution's affirmative action plan. (Develop policies and procedures to be followed in the case of extreme financial exigency.)

   Responsible individuals: president, research and planning staff, vice-presidents

   Completion date: July 1979, continuing thereafter

9. Seek out ways to improve our management information system with possible use of the computer for providing data for day-to-day decision-making and operational information purposes as well as for updating this long-range plan. As a beginning, we will outline what information is required, including financial information, for future management and planning purposes.

   Responsible individuals: dean of educational development, president

   Completion date: July 1980

10. Develop and secure approval to implement an institutional plan for community relations. The plan should include, but should not be limited to involvement of trustees, employees of the college, community representatives and the news media. The plan should involve written and speaking activities and should give recognition to students and parents of students.

    Responsible individual: coordinator of public information services

    Completion date: July 1979

11. Encourage and provide opportunity for administrative staff, educational support personnel and instructors to gain experience outside their assigned area of responsibility--instructors to get limited administrative experience; administrative and support personnel to get limited teaching experience.

    Responsible individuals: president and vice-presidents

    Completion date: July 1979 for planning, implementation during 1979-80

12. Analyze space utilization information and study physical requirements projected for educational and support services in this plan to determine construction needs in the foreseeable future. Propose a budget and a plan of action for funding to the president.

    Responsible individuals: vice-president of administration, controller

    Completion date: July 1979

13. An overall guide for staff development will be produced. The guide will recommend criteria and eligibility rules for participation in individual and group activities. The guide also should help to clarify staff and committee responsibilities in the area of professional growth. As a minimum, the guide should recommend

the development of individual and group plans for professional dvelopment prior to extensive participation in either group or individual activities away from the campus.

Responsible individuals: chairperson of the professional development committee, executive council

Completion date: plan completed and approved prior to July 1978

14. Staff needs for the institution should be projected to 1982, with generalized requirements projected to 1987.

Responsible individuals: president, executive council

Completion date: July 1979

15. Compare benefits of institution personnel to those provided in selected other institutions in our system, with special emphasis being given to salaries of personnel in comparable positions, personnel policies, and fringe benefits provided from institution funds.

Responsible individuals: president, controller

Completion date: prior to salary revisions in 1979

16. Analyze input and output of word processing center to determine extent of which resources are being utilized effectively through this centralized center. The study should include who is using the center and for what purposes, as well as who does not use the center and why.

Responsible individual: vice-president of administration, dean of educational development, chairperson of business department

Completion date: December 1978

C. Educational Development

1. Plan and conduct appropriate research and planning activities relative to meeting the needs of the institution. These activities include conducting surveys and follow-up studies; monitoring and assisting in the long-range planning process; generating new ideas which could result in new projects and/or programs relevant to the needs of the community; and assisting all elements in understanding our responsibilities in areas such as equal educational opportunities for handicapped individuals and the development of a comprehensive energy plan for Caldwell Community College

Responsible individuals: dean of educational development, research and planning staff

Completion date: continuing responsibility

2. Conduct a program of resource development designed to assist all elements of the institution in the acquisition of external funds needed to support programs and projects.

   Responsible individuals: dean of educational development, the research and planning staff

   Completion date: continuing responsibility

3. Conduct a comprehensive study of computing activities and make recommendations relative to the following areas:
   a. personnel;
   b. space;
   c. linkages with other elements within the institution;
   d. sharing facilities with other agencies;
   e. services to other agencies;
   f. increased computer capacity; and
   g. increased administrative and instructional applications.

   Responsible individuals: dean of educational development, computing activities staff, administrative data systems advisor

   Completion date: June 1979

4. Priority will be given to research, related to program effectiveness:
   a. to help in determining the need for termination of programs;
   b. to help in determining the need for new programs locally and area wide;
   c. to help in determining effectiveness of alternate teaching strategies.

   Responsible individual: dean of educational development, vice-president of instruction

   Completion date: June 1, 1979

II. EDUCATIONAL PROGRAMS

A. Instruction

1. ACCTion Consortium proposal, which has been completed, includes priority for consultants to aid in the evaluation of all programs to determine what programs should be continued, what programs should be revised, and what programs should be eliminated.

Responsible individual: vice-president of instruction

Completion date: November 1978

2. In the vocational area, priority will be given to the development of the following programs:
   a. Nurses Aide
   b. Emergency Medical Technician (one year option)
   c. Electronics Core
   d. Plumbing and Heating
   e. Supervisory Development Training Program (certificate)
   f. One Year Photography Program
   g. Furniture Machinery Skills Lab
   h. Public Administration (implemented)

   Responsible individual: vice-president of instruction, appropriate chairperson

   Completion date: continuing responsibility

3. In the technical area, priority will be given to the development of the following programs:
   a. Tool and Die: option from the machine shop program (implemented)
   b. Nuclear Medicine Technology (implemented)
   c. Biomedical Instrumentation Technology: option from the one year electronics core (implemented)
   d. Paralegal Technician
   e. Environmental Technician
   f. Human Services Core
   g. Commercial Art

   Responsible individual: vice-president of instruction, appropriate chairperson

   Completion date: continuing responsibility

4. In the transfer area, priority will be given to the development of the following programs:
   a. Pre-Electronic Data Systems
   b. Music: option for the fine arts programs
   c. An early-entry program for high school seniors

   Responsible individuals: vice-president of instruction, appropriate chairperson

   Completion date: continuing responsibility